**On-Demand Writing Task**

**Benchmark 2 – *Argument Writing***

**Directions for Administration – Grades 7-11**

The ELA on-demand writing task is to be administered in one sitting/class period within the second benchmark window of January 19 – March 4, 2016. Please input your students’ scores into Illuminate by March 18, 2016. Please input two scores per student: one for the argument text type and one for language use and conventions (see rubric).

**This on-demand task assesses:**

*CCSS ELA W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

*CCSS ELA W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

The On-Demand Writing Task (2nd Benchmark) is intentionally broad so that you can adapt it to fit any content or text. To ensure that your students develop a focused argument around a debatable topic, you may need to provide a prompt. *You are free to create your own prompt* to guide your students’ argument development in the writing task around *the topic and/or texts you have been teaching*, for example:

Arguments drawn from informational texts:

* Take a position about the topic; support your position with relevant information from a text or set of texts.
* Argue for or against a given position stated by an author of a text.

Arguments drawn from literature:

* Argue that one theme from the text(s) is the most compelling.
* Argue whether or not the plot is believable/predictable/weak/strong.
* Argue for or against a particular choice made by a character in the text.

These suggestions should be adapted to fit the texts and topics you are currently teaching. You may also decide to give your students several choices and allow them to decide how to respond to the writing task.

**Please Note:**

* You may read the task and your chosen prompt(s) out loud to your students.
* Students *may* use the texts they have previously studied that are associated with this task.
* You may not assist students.
* Students may engage in whatever pre-drafting strategies they choose including creating and using their own graphic organizer.
* Students may not use dictionaries, notes, or other resources.
* Students should support their arguments with evidence using knowledge acquired in the class study.
* Students are to be scored on their knowledge of CCSS Argument writing structure and craft.

**A standards-based rubric is provided. A collaborative scoring session is encouraged.**

**NOTE:** This assessment is aligned to the revised curriculum maps and focuses on that which was addressed in the unit(s) taught in the second quarter. The benchmark assessments are designed to provide useful information on student learning to inform instructional practice.

**Secondary (Middle and High Schools): Timeline for Benchmark Assessments**

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| **Dates** | **Benchmark 1**October 26, 2015 -December 4, 2015 | **Benchmark 2**January 19, 2016 -March 4, 2016 | **Benchmark 3 (Optional)**May 9, 2016 -June 3, 2016 |
| **Scores of hand scored items entered into Infinite Campus by**  | **December 18, 2015** | **March 18, 2016** | **June 16, 2016** |
| **Grade Levels Assessed** | ELA = Grade 7 - 11 |